DOCUMENT RESUME

ED 195 705 CE 027 205

AUTHOR Hitchens, Donna J.; Thomas, Ann G.
TITLE Eliminating Sex Bias in Vocational Education. A Handbook for Community Groups.
INSTITUTION Equal Rights Advocates, Inc., San Francisco, Calif.
SPONS AGENCY California State Dept. of Education, Los Angeles.
PUB DATE Dec 79
CONTRACT 8100
NOTE 46p.; For related documents see CE 027 203-206.
GEO..U.S.: California

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Community Action; Community Involvement; Community Organizations; Compliance (Legal); Federal Legislation; Institutional Role; *Legal Responsibility; Postsecondary Education; Resources; School Community Relationship; Secondary Education; *Sex Bias; Sex Discrimination; *Sex Fairness; Sex Role; *Sex Stereotypes; State Legislation; *Vocational Education
IDENTIFIERS California; Title II Education Amendments 1976; Title IX Education Amendments 1972

ABSTRACT

This handbook is designed to provide the background information necessary for individuals and community groups to become involved in local vocational education programs in order to help end sex bias, stereotyping, and discrimination in such programs. The first four chapters of the handbook develop the background of the problem, providing information on the importance and nature of sex bias problems in vocational education, how vocational education is structured in California, the laws concerning sex bias, and the barriers that inhibit the full participation of girls and women in vocational education opportunities. Chapter 5 develops a plan that community groups can use to have a positive impact on the vocational opportunities available to female students through local education programs. Appendixes provide checklists for the requirements of Title IX (Education Amendments 1972), Title II (Education Amendments 1976), the California Five-Year Plan, and for problem identification; a questionnaire for gathering information on local schools and school districts; and a resource list. (KC)

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ELIMINATING SEX BIAS IN VOCATIONAL EDUCATION
A HANDBOOK FOR COMMUNITY GROUPS

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December, 1979

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TABLE OF CONTENTS

CHAPTER I	**WOMEN IN NON-TRADITIONAL WORK**	1
	INTRODUCTION	1
	OVERVIEW OF VOCATIONAL EDUCATION IN CALIFORNIA	4
	NEEDED CHANGES	5
	THE ROLE OF COMMUNITY GROUPS	6
CHAPTER II	**LAWS THAT FORBID SEX DISCRIMINATION IN VOCATIONAL EDUCATION**	8
	INTRODUCTION	8
	TITLE IX	8
	VOCATIONAL EDUCATION ACT	9
	CALIFORNIA FIVE YEAR PLAN	11
CHAPTER III	**UNDERSTANDING THE VOCATIONAL EDUCATION SYSTEM**	14
	INTRODUCTION	14
	VOCATIONAL EDUCATION IN THE SECONDARY SCHOOLS	14
	OCCUPATIONAL EDUCATION IN THE COMMUNITY COLLEGES	15
	VOCATIONAL EDUCATION PROGRAMS OFFERED	15
CHAPTER IV	**THE FEMALE EXPERIENCE IN VOCATIONAL EDUCATION**	19
	INTRODUCTION	19
	BARRIERS TO NON-TRADITIONAL EDUCATION	20
	TREATMENT OF NON-TRADITIONAL STUDENTS	22
	CONCLUSION	24
CHAPTER V	**THE TASK OF COMMUNITY GROUPS AND CONCERNED CITIZENS**	25
	INTRODUCTION	25

INITIAL PLANNING STAGE 25

SUGGESTED ACTIVITIES 26

CONCLUSION 28

APPENDIX A **CHECKLIST ON MEETING THE REQUIREMENTS OF TITLE IX** A-1

APPENDIX B **CHECKLIST ON TITLE II AND THE CALIFORNIA FIVE YEAR PLAN** B-1

APPENDIX C **QUESTIONNAIRE FOR GATHERING INFORMATION ON LOCAL SCHOOLS AND SCHOOL DISTRICTS** C-1

APPENDIX D **CHECKLIST FOR DEVELOPING A FOCUS** D-1

APPENDIX E **RESOURCE LIST** E-1

CHAPTER I

WOMEN AND NON-TRADITIONAL WORK

A. INTRODUCTION

IT'S NOT NEWS! Most people in this country recognize the fact that women are economically handicapped. Women . . .

> . . . receive fewer opportunities for job training than men
> . . . are precluded from training programs for work that is considered "men's work" and often pays significantly better than "women's work"
> . . . experience more harassment while on the job than men and are discouraged from reaching their full productivity
> . . . are confined to low paying jobs and experience a higher percentage of unemployment than men.

While it may not be hard to get most people to concede that the above facts are true, it is extremely difficult to convince some people that these facts represent a problem that this society should commit itself to overcoming. Both occupational sex-segregation[1/] and lower pay for "women's work" are so much a part of our employment system that most people accept it as the way things should be.

Consistent with this view is a lack of appreciation for the importance of vocational education and the need to expand training opportunities for girls and women.

For most students, access to job training opportunities is only available through the vocational education programs provided by public secondary schools and community colleges. The participation of female students in these programs is essential to economic and employment equality for women.

A number of assumptions about women and the workforce serve to perpetuate occupational sex segregation, limited training opportunities for females and economic hardship for women. It is important, therefore, to compare some of these assumptions with factual data. For example:

1. ASSUMPTION: Girls do not need extensive occupation preparation because they will marry and be supported by their husbands.

[1/] Occupational sex-segregation is the designation of certain occupations as "male" and others as "female".

FACT: Most women work for at least part of their adult life. In fact, 2/

. . . 46.8% of all women 16 years and over are in the labor force.
. . . 45% of all married women with husbands present are in the labor force.
. . . over 40% of all women in the workforce are either divorced, separated, widowed, or have never married.

2. ASSUMPTION: When women have children they withdraw from the labor force.

FACT: Almost half of all women with children living at home work.

. . . 14.9 million women with children under the age of eighteen are in the labor force, which accounts for 48% of all women with children under 18 years.

3. ASSUMPTION: When women work, they do so for "pin money". Therefore, women do not have the same economic needs as men.

FACT: Most women who work do so out of economic necessity.

. . . 13.6 million families are headed by women, and 54% of those women are in the labor force.
. . . 23% of all working women are married to men whose income is below $10,000 annually, and another 40% of working women are not supported by husbands at all.

4. ASSUMPTION: Women, if necessary, can support themselves and their families by being employed in jobs that are traditionally considered female. Therefore, it is appropriate to advise women to learn the skills for those jobs.

FACT: Traditionally female jobs are concentrated in the lower income brackets. The following 1977 average weekly income figures serve as examples:

Male Intensive		Female Intensive	
Bricklayer	$396	Dental Assistant	$142
Carpenter	394	Licensed Practical Nurse	150
Cement Mason	374	Cashier	below minimum wage
Machinist	270	File Clerk	128
Automobile Mechanic	310	Office Machines Operator	180
Electrician	413	Secretary	176
Insulation Worker	390	Typist	142

2/ All statistics used in this section come from publications of the Women's Bureau, United States Department of Labor.

Even in the female-intensive jobs, women earn less than men. Women's salaries as a percentage of men's were lower for payroll clerks (77%); order clerks (75%); accounting clerks (80%); and tabulating-machine operators (90%).

Women's median income relative to men's is decreasing. In 1956 women earned 63% of what was earned by men. In 1973, the percentage was only 57.

5. ASSUMPTION: Women do not have the physical strength or aptitude for traditionally male jobs.

FACT: Tradition rather than job content has led to labeling certain jobs as "women's" and others as "men's". In a recent study, 22 inherent aptitude and knowledge areas were measured. The research resulted in a finding that in 14 of these areas there were no differences between the sexes, in 6 areas women excelled and in only 2 areas did men excel.

Other statistics have demonstrated that, as to strength and aptitude, there are more differences between members of the same sex than between the sexes. Many jobs which imply physical strength actually rely upon leverage and skill, which are learned attributes.

The direct result of the separating and labeling of jobs as "male" and "female" is discrimination against women both in terms of the opportunities available to them in their adult life and their economic power. It is not a coincidence, given the above statistical facts, that:

1. Unemployment rates are consistently higher for women than for men.
2. Unemployment rates are highest for teenage and minority women who confront a double discrimination.
3. Even though only 12% of all families are headed by women, they constitute 45% of all low income families.
4. Women continue to earn only slightly more than half of what men earn.

The 1975 Department of Labor statistics for annual income were:

white males	$13,216
minority males	10,168
white females	7,614
minority females	7,605

It is clear from these statistics, as well as from what many women know from their own personal experience, that discrimination against women in the employment market must be stopped. For most women, the problem seems so huge and complex that it is difficult to decide where to start. One area in which change is immediately necessary is job training for young women. As long as young women continue to be discouraged from developing occupational goals and precluded from training in job skills that pay well, it is unlikely that the economic self-sufficiency of adult women

will be improved. Because vocational education is currently the focus of a number of federal laws and a great deal of federal money, it is a perfect time for community groups to make a significant impact toward ending sex bias in vocational education.

The purpose of this Handbook is to aid community groups in monitoring, assisting, and influencing vocational education programs in their communities so that sex equity in such programs can be achieved. The Handbook presents information on the role of community organizations (Chapter I); the laws and regulations that schools should be following (Chapter II); the structure of vocational education in California (Chapter III); the experience of girls and women in vocational education (Chapter IV); and how community groups can assist in ending sex bias in California's vocational education programs (Chapter V).

B. OVERVIEW OF VOCATIONAL EDUCATION IN CALIFORNIA

There are two major types of training for jobs in areas that are considered non-traditional for women — apprenticeship programs and vocational education programs. The focus of this Handbook is on vocational education.3/ Vocational education offers an opportunity for a real break-through for women for two reasons: first, it is currently subject to strong federal and state legislation and second, it has the potential of reaching large numbers of women. Most vocational education is concentrated in public high schools where many young women are influenced at a time when they are making their initial occupational choices. Vocational education is also available through community colleges and Regional Occupational Centers (ROC/P). Many older women who are re-entering the labor force or changing occupations are seeking training through community colleges and adult education programs. Enrollment figures in the vocational education programs offered by these schools reflect the same imbalance in male-female participation in training programs as is seen in the labor market. An evaluation of California vocational education programs was conducted in 1978 to determine which programs continued to be sexually imbalanced. Although there has been improvement since these statistics were gathered, Chart A indicates the programs that have traditionally been the most imbalanced.

3/ Apprenticeship programs are training programs that provide on-the-job training along with classroom instruction in a skill area. Apprenticeship programs are administered independently of both the public school system and the trade unions. All three areas are, however, interrelated. Vocational education programs provide training that is necessary to apprenticeship programs. The successful completion of apprenticeship programs are, in turn, crucial to becoming a journeyman, which is the status within a union that is the most economically rewarding.

CHART A [4/]

ENROLLMENT IN VOCATIONAL EDUCATION PROGRAMS BY SEX

PROGRAM TITLE	PERCENTAGE MALE		PERCENTAGE FEMALE	
	Secondary	C.C.*	Secondary	C.C.*
Agric.Prod.	64.6	73.6	35.4	26.4
Ornam.Hortic.	60.2	66.4	39.8	33.6
Food Distrib.	27.8	35.1	72.2	64.9
Gen.Merch.	27.0	63.2	73.0	36.8
Dental Assist.	1.8	3.2	98.2	96.8
Nursing Assist.	9.3	16.5	90.7	83.5
Compre.Homemk.	17.0	13.3	83.0	86.7
Care/Guid.Child	7.4	11.9	92.6	88.1
Foods/Nutri.	33.5	12.6	66.5	87.4
Gen.Off.Clk.	19.4	40.1	80.6	59.9
Clerk Typist	17.0	23.6	83.0	76.4
Auto.Tech	99.3	91.1	0.7	8.9
Electr.Tech	95.0	90.7	5.0	9.3
Mechanics	95.0	93.2	5.0	6.8
Cosmetology	8.2	16.2	91.8	83.8

*Community College

C. NEEDED CHANGES

Recent laws have been passed that prohibit sex discrimination in vocational education programs. These laws alone, however, are not sufficient to guarantee women students access to job training. Only when vocational education programs are responsive to the needs of women students and committed to accomplishing the spirit of the law will any significant change occur. Today, sex bias, sex discrimination and sex stereotyping continue to keep girls and women in traditional roles. Although interrelated, bias, stereotyping and discrimination differ from each other somewhat, and changes are needed that affect all three.

Sex Bias is defined as behavior that results from the belief that men are superior to women. For example, textbooks and teaching curriculum focus on the accomplishments of men and omit the accomplishments of all but a few women. Children are taught that males should be prepared for jobs involving leadership, decision-making and action while females are encouraged to develop skills in following directions and assisting others. Female students are often counseled not to take courses involving technical skill or physical labor because those courses are considered too difficult or demanding. If female students do enroll in those types of courses, they are often treated in a way that implies they can't do the work. These types of behaviors, directed at female students, constitute sex bias because they are based on the assumption that men are superior to women in their accomplishments and skills.

[4/] These figures were taken from *Moving Toward Sex Equity in Vocational Education, Part C: A Report on Sex Balance in Vocational Education Programs*, Cal. Occupational Info. Coordinating Committee (1979)

Sex Stereotyping is defined as the practice of attributing certain abilities, behaviors, interests, values and roles to a person on the basis of that person's sex. For example, the assumption that girls are weak, neat, gentle and emotional while boys are strong, messy, rough and rational are sex stereotypes. Within the educational system, sex stereotyping is often evident in teacher communications, curriculum materials, and guidance. An informal, but effective, tracking system has emerged that is based on societal stereotypes about what males and females can do and what they want to do.

Sex discrimination is action that limits or denies people opportunities on the basis of their sex. It is the logical extension of sex bias and stereotyping. Denying female students access to certain courses, placing male students in work-study programs that will not accept females, and harassing students who enroll in non-traditional courses are examples of discrimination that have occurred in vocational education programs.

Two things must happen before vocational education programs can provide training and opportunities for female students that are equal to those provided male students. First, sex bias, stereotyping and discrimination need to be eliminated from vocational education programs. In the long run this will involve changing both the attitudes and behavior of administrators, teachers, parents, and the students themselves. Second, schools must provide services aimed at overcoming the effects of past bias and stereotyping so that students will be encouraged and supported in their efforts to prepare for non-traditional work.

D. THE ROLE OF COMMUNITY GROUPS

Although the major responsibility for ending sex discrimination in vocational education programs rests with educators, there are a number of important reasons why community groups should get involved.

First, the problem is a result of individual beliefs and attitudes which are reflected in the entire work culture and vocational education training structure. The problem is too complex to be solved by only one person or organization. Changes within a system, such as vocational education, occur in many ways, and it is often difficult for a system to change itself. Often change must originate from outside the system.

Second, vocational educators are often overworked and totally immersed in the system. This means that even when they are committed to certain kinds of change they don't have time to develop the resources to make that change happen. It may also mean that they lack the objectivity to identify where necessary and important change should be implemented. The resources of a concerned community organization might be crucial to identifying problem areas and helping to mobilize people toward meaningful solutions.

Third, the needs of each vocational education program will vary. Some programs might need support while others might need pressure, monitoring and/or technical assistance. Vocational education personnel might lack the time or skill to reach potential students, parents, or employers. Community groups are in the unique position of being able to impact local vocational education programs through exerting pressure, providing assistance and resources and encouraging the concern and commitment of other community agencies and employers.

The remainder of this Handbook seeks to provide background information necessary to becoming involved in local vocational education programs and specific information on what a community organization can do to help end sex bias, stereotyping and discrimination in such programs.

CHAPTER II

LAWS THAT FORBID SEX DISCRIMINATION IN VOCATIONAL EDUCATION

A. INTRODUCTION

During the 1970s, the United States Congress passed legislation that forbids sex discrimination in education and specifically seeks to provide incentives for developing programs to overcome the effects of past sex bias in vocational education. The means by which the federal government enforces these laws is financial - those states or local educational programs that fail to comply with the law will either have their federal financial assistance terminated or will not be eligible for certain additional federal assistance.

There are two laws with which community groups should be particularly familiar - *Title IX* of the Education Amendments of 1972 and the Vocational Act of 1963, as amended by *Title II* of the Education Amendments of 1976. Both laws are accompanied by an extensive set of regulations which explain and interpret the law. These regulations are issued by the Department of Health, Education and Welfare (H.E.W.), which is the federal agency that is charged with the responsibility of enforcing both Title IX and Title II.

This Chapter will explain the provisions of both Title IX and Title II and their respective regulations. It will also discuss the provisions of California's Five Year Plan that are relevant to the issue of sex bias in vocational education.

B. TITLE IX

Title IX of the Education Amendments of 1972 states:

> No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

The federal regulation for the implementation of Title IX was issued by HEW in 1975. This regulation requires every school that receives federal funding to have a Title IX compliance officer, a published grievance procedure, a statement of non-discrimination in all recruitment materials and an evaluation of all policies and practices to make sure they comply with Title IX. The regulation also specifically prohibits discrimination on the basis of sex in recruitment, admissions and treatment of students. The Title IX regulation contains many specific statements of things

schools may *not* do. Appendix A, at the end of this Chapter, is a checklist of activities covered by the Title IX regulation. If the answers to any of the questions in the checklist indicate that the school is discriminating against either male or female students, the school is probably in violation of Title IX. If a school or college does engage in action that is determined by HEW to be discriminatory, it will be required to cease the discriminatory activity and take action to overcome the effects of past discrimination. The federal government may also terminate financial assistance. Furthermore, discrimination may subject the school or district to a private lawsuit.

C. VOCATIONAL EDUCATION ACT

1. Introduction

The Vocational Education Act of 1963 was amended by Title II of the Education Amendments of 1976 and states as one of its purposes:

> "...to develop and carry out such programs of vocational education with each state so as to overcome sex discrimination and sex stereotyping in vocational education programs (including programs of homemaking), and thereby furnish equal educational opportunities in vocational education to persons of both sexes...."

All references to Title II in this Handbook refer to the Vocational Education Act and its 1976 amendments. Title II approached the problems of sex discrimination from a different perspective than Title IX. Whereas Title IX prohibits discrimination, Title II mandates certain affirmative steps designed to establish sex equity in vocational education programs.

Title II establishes administrative procedures, priorities, and funding for positive efforts to overcome sex bias, sex discrimination and sex stereotyping in vocational education programs. [5] Under Title II, as it is currently administered, a single block grant [6] is available to each state, on a matching grant basis, for distribution to local educational agencies or private groups for vocational education programs. Eighty percent of the block grant is considered a "basic grant" and twenty percent is for "program improvement and supportive services." (The use of these funds is explained below.)

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[5] Sex bias is behavior resulting from the assumption that one sex is superior to the other.
Sex stereotyping is attributing behaviors, abilities, interests, values and roles to a person on the basis of sex.
Sex discrimination is any action which limits or denies a person or groups of persons opportunities, privileges, roles or rewards on the basis of sex.
The terms sex bias, as used in this handbook, includes sex discrimination and sex stereotyping.

[6] Grants for consumer and homemaking education and special programs for disadvantaged students are administered separately.

Most of the provisions of Title II and the regulations issued by HEW to enforce it are directed to vocational education programs at the state level. Local programs, however, are affected indirectly by the priorities and procedures established by the state because the availability of federal money to local programs is dependent upon the State's compliance with Title II.

The remainder of this section describes the provisions of Title II and its implementing regulation that are specifically related to overcoming sex discrimination and sex stereotyping in vocational education.

2. Five Year Plans and Annual Plans

In order to receive a grant under Title II, each state must develop and submit a Five Year Plan for vocational education. This Plan must include a description of the policies and procedures the State will implement to assure equal access to vocational education by women and men, including descriptions of:

1. actions the state will take to overcome sex discrimination and stereotyping in state and local vocational education programs;

2. incentives by the state to encourage enrollment of students in courses which are non-traditional for their sex; and

3. incentives by the state to develop model programs to reduce sex stereotyping in all occupations.

The Five Year Plan must also set forth a program to assess and meet the needs of displaced homemakers, single heads of households, homemakers who work part-time and wish to secure full-time work, and women and men in jobs traditional for their sex who now wish to seek employment in non-traditional jobs, including special courses in how to seek employment and placement services.

3. Personnel

Each state must designate some full-time staff to assist in eliminating sex bias and stereotyping in vocational education programs. The duties of the person(s) so designated are directed to eliminating sex bias and stereotyping and include assisting local education agencies in improving vocational education opportunities for women.

4. Advisory Councils

Each state must have a vocational educational advisory council that includes among its members women with experience in employment and training programs and with knowledge about problems of sex discrimination in job training and employment, including minority women who have special knowledge of the problems of discrimination in job training and employment against women in minority groups.

Local agencies and institutions are also required to have an advisory council that includes representation of both sexes and of racial and ethnic minorities. (See Chapter V for information about getting representatives on local Advisory Councils.)

5. Evaluation of Vocational Educational Programs

Each vocational education program or project that receives public support must be evaluated by the state during the time that the Five Year Plan is in effect. The services provided to women is one of the items designated for evaluation.

6. Use of Federal Vocational Education Funds

As mentioned above, of the total grant made to each state under Title II, 80% is designated a "basic grant" and 20% is designated for "program improvement and supportive services."

One of the things the state *must* do with "basic grant" monies is provide support programs for: (1) displaced homemakers; (2) single heads of household who lack adequate job skills; and (3) people who are in jobs traditional for their sex and want to enter jobs that have been considered non-traditional for their sex. In addition to these programs, the state may use some of its "basic grant" money for support services for women entering training programs for jobs that have traditionally been limited to men and for child care services.

With "program improvement and supportive services funds," each state also has the discretion to use money for: (1) research programs and projects directed toward overcoming sex bias and sex stereotyping in vocational education, and (2) training programs for vocational education personnel and guidance and counseling personnel to assist them in overcoming sex bias in vocational education programs. "Program improvement and supportive services funds" are very important to the efforts to overcome sex bias in vocational education for two reasons. First, these monies are available for guidance programs in elementary schools as well as secondary schools and community colleges. Second, a substantial amount of money is available for projects offering support services to women. Local community groups can develop programs and apply for grants from these funds. (See Appendix E for state contact person.)

D. CALIFORNIA FIVE YEAR PLAN

The California Five Year Plan for Vocational Education is an extensive document that describes the policies, planning activities, goals, funding priorities and allocation procedures for the State in the area of vocational education for the years 1977-1982. The Plan, in its statements of philosophy and policy, expresses a commitment to equal opportunity for all students regardless of race, national origin, sex, age, economic status or handicapped condition. Three statements of policy are particularly relevant to this Handbook:

1. *Sex bias, sex discrimination, and sex stereotyping* - Vocational education programs shall be developed so as to overcome sex bias, sex discrimination, and sex stereotyping in all aspects of activities. No person shall be denied the opportunity to pursue training in a given field nor discouraged from doing so because of his or her sex.

2. *Vocational education for the handicapped* - Vocational education programs shall be developed for handicapped persons. Such programs and related activities will be planned and coordinated in conformity with and as a part of each handicapped person's individualized educational program as required by the Education for All Handicapped Children Act of 1975.

3. *Vocational education for the disadvantaged* - Vocational education programs and services will be developed and funded from local, state, and federal funds to serve disadvantaged students, including limited-English-speaking and non-English-speaking persons, as defined in the Education Amendments of 1976.

1. Allocation of Title II Funds by the State of California

California receives a block grant from the federal government pursuant to Subparts 2 (80% of the grant) and 3 (20% of the grant) of Title II. The State, in turn, distributes funds to local school districts and community colleges in accordance with the provisions of Title II, the California Five Year Plan and priorities established by the Joint Committee on Vocational Education, a statewide committee.

Subpart 2 monies are available to local educational agencies and community colleges according to a formula set out in the Five Year Plan and certain established priorities. These funds are available for certain specified vocational education programs and services, one of which is the elimination of sex stereotyping and sex bias.

A portion of California's Subpart 3 monies is distributed to certain eligible districts on an allocation basis for guidance, personnel training and programs to overcome sex bias. The State has the authority to determine priorities for the use of the remainder of the Subpart 3 monies. This year some of the funds were utilized on the state level. Some were allocated to school districts and some were distributed as grants for research, curriculum development and exemplary programs.

2. Specific Provisions on Sex Bias and Sex Stereotyping

In compliance with the requirements of Title II, the California Five Year Plan identifies specific activities that will be undertaken to overcome sex bias and sex stereotyping in vocational education programs and services. The Five Year Plan includes nineteen objectives that are designed to meet the goals of providing equal access and treatment regardless of sex in both educational and employment opportunities.

The Plan identifies specific activities that will be undertaken in order to eliminate sex bias in vocational education programs. These activities cover a range of areas including the development of: (1) in-service staff training; (2) resource groups and materials; (3) curriculum materials; (4) guidance and counseling techniques; (5) technical assistance to LEA's; (6) support services for women; and (7) placement programs.

The Five Year Plan requires local education agencies to submit a compliance document to the State. One of the purposes of this document is to assure the State that the local education agency has completed a self-study on sex bias, has a person designated to coordinate Title IX efforts, and has an adequate grievance procedure. The availability of Title II funds through the State is dependent on the completion of the self-study. Appendix B is a checklist to help community groups get a sense of whether local schools and districts are responding to the *spirit* of Title II.

CHAPTER III

UNDERSTANDING THE VOCATIONAL EDUCATION SYSTEM

A. INTRODUCTION

Before embarking on a program designed to provide assistance to, or bring pressure to bear on, local efforts to end sex bias in vocational education, it is important to understand how the system operates and who makes the decisions. This chapter provides an overview on both the administrative and program structure of vocational education in California.

In California, approximately 75% of all high school students and 65% of all community college students are enrolled in vocational or occupational education programs. The vocational programs are funded through a combination of federal, state and local monies. As well as serving a significant number of students, approximately six million dollars per year is spent on vocational education in the secondary schools.

Public vocational and occupational education in California is provided through community colleges, secondary schools and regional occupational centers (ROC/P). [An ROC/P is an educational program that trains students from a number of school districts.] It generally encompasses all occupational/career training offered by the public school system except for those areas where a baccalaureate or higher degree is required.

B. VOCATIONAL EDUCATION IN THE SECONDARY SCHOOLS

Secondary education in California is provided through school districts or county offices of education. Within each school district or county office there will be a number of individual schools. Some districts or counties will have separate vocational high schools, some will have vocational programs within a high school and some will provide vocational education through ROC/P's. The manner in which such education is provided will depend on the size and geography of the county or district.

Each district or county office will have a person who is in charge of coordinating vocational education and also a person who is in charge of handling problems or complaints of sex discrimination — often called the Title IX Coordinator. These people can be very beneficial in providing information on what is happening locally and other people who should be contacted. Each district or county will also have a vocational education advisory committee which is composed of community representatives who advise on such matters as curriculum and job placement. Advisory committees *should* include people who are concerned about ending sex bias in vocational education.

C. OCCUPATIONAL EDUCATION IN THE COMMUNITY COLLEGES

Occupational education for both young and adult students is provided through California's community colleges. Each community college district or campus has a person responsible for technical and occupational education. Each community college has a person who is charged with responsibilities for sex equity. Community colleges usually have a number of occupational education advisory committees that are developed according to program areas. Advisory committee members are generally selected by the Program Heads.

The Chancellor's Office, California Community Colleges, is charged with the responsibilities of carrying out statewide activities in occupational education. These responsibilities are carried out by the Assistant Chancellor and a number of Program Specialists.

D. VOCATIONAL EDUCATION PROGRAMS OFFERED

Vocational and occupational education courses are organized into eight general areas which correspond to general categories of work available within our society. Each of these areas is assigned a number by the United States Office of Education (USOE program code) which is consistent nationally. The eight areas are:

01.000000	Agriculture
04.000000	Distributive Education
07.000000	Health Occupations
09.000000	Home Economics
10.000000	Industrial Arts
14.000000	Office Occupations
16.000000	Technical Education
17.000000	Trade and Industry

Within each general category are more specific areas of training, each of which would involve a program of study or grouping of courses. Programs and courses vary from school to school, but this format remains consistent, both throughout the state and nationally.

1. Agriculture

This program is designed to prepare and retrain youths and adults for gainful employment in agricultural occupations. Such occupations characteristically involve producing, processing and distributing agricultural products. Included would be plant science, animal science, farm management, agricultural mechanics and engineering and agricultural leadership. Examples of content areas include:

Animal Science
Plant Science
Farm Business Management
Agricultural Chemicals
Agricultural Mechanics
Water Management
Ornamental Horticulture
Greenhouse Operation
Wildlife
Forestry
Wood Utilization
Soil Management

2. Distributive Education

Distributive education involves the field of distribution and marketing. Emphasis is placed on the development of attitudes, skills and understanding related to marketing, merchandising, and management. Occupations would include those found in various business establishments such as retailing, wholesaling, manufacturing, storing, transporting, and financing. Examples of content areas include:

Advertising Services
Apparel and Accessories
Automotive
Finance and Credit
Food Services
Home Furnishings
Insurance
Petroleum
Real Estate
Recreation and Tourism
Hardware/Building Materials
Hotel and Lodging

3. Health Occupations Education

Health education involves training qualified personnel to provide diagnostic, therapeutic, preventive, restorative and rehabilitative services to people, including understandings and skills essential to care and health services to patients. Occupations would include vocational and technical nursing; radiologic technology; dental assistants, technicians and hygienists; inhalation therapy; psychiatric technicians; nurse's aides; home health aides; orderlies, medical assistants and other ancillary and related occupations. Examples of content areas include:

Dental Hygiene
Medical Lab Assistant
Nursing
Practical Nursing
Psychiatric Aide
Home Health Aide
Optometrist Assistant
Environmental Health
Mental Health Technician
Inhalation Therapy
Central Supply Technician
Occupational Therapy

4. Home Economics

Home economics is divided between those courses that are preparation for occupations and those which are personal and non-labor market oriented. The State Five Year Plan makes the following statement regarding the consumer-oriented

courses; it is particularly interesting in view of the heavily female-intensive enrollment in these courses.

> Consumer and homemaking education is an instructional program designed to prepare individuals and families for the occupation of homemaking and to meet the challenges of daily living. The program encompasses consumer education, foods and nutrition, family relationships and parenthood education, child development and guidance, housing and home management (including resource management and clothing and textiles).

Examples of content areas include:

Non-labor Market Courses	*Occupational Preparation*
Homemaking	Care and Guidance of Children
Consumer Education	Clothing Management/Production
Family Health	Food Management/Production Service
Family Relations	Home Furnishings/Equipment/Service
Home Management	Institutional/Home Management

5. Industrial Arts

Industrial arts education programs are those educational programs which pertain to developing an understanding of the technical, consumer, occupational, recreational, organizational, managerial, social, historical and cultural aspects of industry and technology. The program is designed to assist students in making occupational choices and to prepare them for more advanced training. Career fields would include transportation, manufacturing, construction, communications and program areas normally associated with industrial education. Examples of content areas include:

Crafts	Manufacturing
Drafting	Metals
Electricity/Electronics	Plastics
General Industrial Arts	Power/Automotive Mechanics
Graphic Arts	Power Mechanics
Photography	Woods

6. Office Occupations

Office occupations include those functions performed in the business office including business data processing, recording, storage and retrieval of data; supervision and coordination of office activities; internal and external communication; and reporting of information. Typists, secretaries, business machine operators would be included under these categories. Examples of content areas include:

Bookkeepers	Stock and Inventory Clerks
Cashiers	Personnel
Tellers	Stenographic/Secretarial
Business Data Processing	Administrative Assistant
Key Punch/Coding Equip. Oper.	Office Managers/Chief Clerks
Filing, Office Machines	Typing and Related Occupations

7. Technical Education

This area prepares individuals for employment as skilled technicians at the semiprofessional level. Examples of content areas include:

Aeronautical Tech.	Health Related Tech.
Chemical Tech.	Computer Programmer
Architectural Tech.	Child Care Assistant
Industrial Tech.	Commercial Pilot Training
Machine and Tool Design	Fire/Fire Safety Tech.
Scientific Data Processing	Police Science Tech.

8. Trade and Industry

Prepares individuals for effective entry into a trade, service or industrial occupation. Includes the fields of industrial management and supervision. Prepares individuals for enrollment in advanced vocational-technical education programs. Occupations include any craft, skilled trade, or industrial occupation which functions directly in the designing, producing, processing, fabricating, assembling, testing, modifying, maintaining, servicing or repairing of any product or commodity. Examples of content areas include:

Appliance Repair	Carpentry
Automotive Services	Electricity
Aircraft Maintenance	Plastering
Business Machine Maintenance	Plumbing and Pipefitting
Commercial Art Occupations	Drywall Installation
Commercial Fishery Occupations	Printing Press

The structure of vocational education and the courses offered will vary somewhat from district to district. This overview has, hopefully, provided sufficient information to enable community groups and individuals to gather more specific information on their area.

CHAPTER IV

THE FEMALE EXPERIENCE IN VOCATIONAL EDUCATION

A. INTRODUCTION

The structure, policies, curriculum and procedures that currently constitute vocational education have evolved over many decades and were initially based on very definite notions of what was appropriate work for males and females. Only in the last ten years has there been a serious challenge to these traditional notions of the kind of education that should be available to students regardless of sex. For many people, unfortunately, the concept of equal educational opportunities has meant only that a student can no longer be prohibited from taking a couse because of his/her sex. This view is much too simplistic. Any attempt to provide equal educational opportunities must start with understanding how female students have traditionally been treated in vocational education, how they view their own education, and job potential.

Many of the girls and women who might need or choose non-traditional vocational training have been excluded from even the most basic awareness of what is available and how to take advantage of it. At best, they might have a vague concept of the kind of work done in certain occupations, how demanding the work is and what kind of pay is available. Because they have seldom been encouraged to explore a broad range of options or seriously consider their future earning power, many female students will have no idea what many courses offered really teach a person to do. Often female students will be enrolled in training programs for "female-intensive" jobs simply because they have some idea of what those jobs entail. Most people have a general idea of what a secretary does, but how many women know what a pipefitter or chief of party do? We must find ways to expose female students to the tremendous range of job possibilities that exist in our society.

The idea that eliminating any sex restrictions on enrollment in a certain course or program will result in equal opportunity also ignores the fact that many women bring to the educational setting other characteristics that have traditionally limited their opportunities. For example:

1. There is the *displaced homemaker* whose family has been her career for twenty years. She finds herself out of work, without a pension and not entitled to unemployment compensation. She may have never received any job training or held a paying job. She probably has no idea what kind of work she can or wants to do or where to begin to explore her options.

2. There is the *mother with young children* who has been struggling on a "female salary" or welfare benefits. How does she find the time and energy for training or re-training in a system that has never understood her needs? Because

most vocational training programs were designed to train young men, they will probably not provide the financial backing she needs both to train and to support her family, and will not provide child care.

3. There is the *previously incarcerated woman* who has put in her time in jail or prison and returns to society without having received any vocational training which will enable her to make a decent living. In most cases, women end up in jail for committing crimes that were related to providing food, shelter and clothing for their families. If a woman gets out of jail without getting any marketable skills, her situation will be no different when she returns home.

4. There is the *non-English-speaking woman* who has been excluded from meaningful education because bilingual instruction has not been available. She may face the special conflict in being from an ethnic culture that actively discourages the pursuit of non-traditional employment opportunities while being unable to train in many female-intensive job areas because the work requires a command of the English language, for example clerical work.

Statistics on the enrollment of male and female students in vocational and occupational training programs in California indicate that most vocational training programs continue to be either predominantly male or predominantly female. More areas of study in Agriculture, Industrial Arts, Technical Education and Trade and Industry enroll predominantly males; while more areas of study in Health Occupations, Home Economics and Office Occupations enroll predominantly females. Statistics also indicate that female students who do enroll in non-traditional courses are less likely to complete those courses than are the male students in the same courses. Before sex bias can be eliminated, there must be some identification of the factors that discourage female students from enrolling in or completing non-traditional courses of study.

B. BARRIERS TO NON-TRADITIONAL EDUCATION

The patterns of enrollment imbalance indicated in Table I occur in the training for jobs which are traditionally seen as more appropriate for one sex than for the other. In order to develop a strategy for changing this situation, both community groups and educators need to understand why these enrollment patterns continue - why do sex bias and discrimination continue to have strong impact on enrollment in vocational education programs? The two major areas where resistance to change occurs and where the existence of discrimination is identifiable are (1) *internalized* barriers and (2) *institutional* barriers. Although different in nature, both types of barriers operate interdependently to reinforce each other.

1. Internalized Barriers

Internalized barriers are those attitudes, beliefs and expectations which are taught and consistently reinforced about what is appropriate male and female behavior. As a result of these beliefs, individuals limit their own thinking and behavior in order to conform. People have been taught, for example, that jobs involving manual labor are inappropriate for females because women lack strength and stamina and are unable to understand tools and machinery. Physical labor is inconsistent with what people have learned to identify as "feminine." When girls and women begin to accept this kind of limitation on their own individual abilities and choices, an internalized barrier is created. Even if a female student does not totally accept this view of herself, she is likely to think that others do and that she will be judged "unfeminine" if she enrolls in a non-traditional course of study. This internalized view is reinforced by the fact that others in the society, both male and female, have been taught the same traditional behavior patterns and often will reject those who break tradition.

The process of internalization is the same for both males and females who seek training or entry into non-traditional occupations. It applies to men interested in nursing as well as to women interested in welding. To the extent that traditional behavior is believed to be appropriate, individual students will find their choices to be limited. These limitations result from new behavior being punished through ridicule or rejection and/or attitudes so ingrained within the individual that new behavior is never considered as an alternative.

2. Institutional Barriers

The results of discrimination are evident in the way our institutions are organized and structured. Institutionalized barriers are the second major area of resistance to creating the change necessary to the development of sex equity in vocational education. Most vocational education programs were developed at a time when the needs of our society and presumptions about the abilities and interests of men and women were different than they are now. Successful organizations, once established, tend to change more slowly and cautiously than the society they serve. The result is that many of the policies, procedures and structures that are part of vocational education programs tend to support the past rather than the present and the future.

Common to vocational education are: (1) catalogs which are written in a manner that supports sex stereotypes; (2) textbooks and training materials which imply or state that certain jobs are "male only" or "female only;" (3) class locations and physical facilities which are designed to consider the needs of one sex or the other, but not both; and (4) staff patterns that reinforce the belief that certain types of work are more appropriate for one sex or the other.

It is impossible to have a vocational education program that provides equal opportunities for both males and females when disproportionate numbers are, directly or indirectly, recruited and admitted. It is essential, therefore, to develop plans which take into account the nature of internalized and institutional barriers and whose primary goal is the removal or weakening of such barriers.

3. Interrelationship Between Institutional and Internalized Barriers

There is, of course, a significant interrelationship between internalized and institutional barriers. For most students, the internalized assumptions and beliefs regarding occupational choice have been constantly reinforced by the structure of educational institutions. One of the most common inhibitors of change is the adoption of the attitude, either personally or institutionally, that it is enough to abolish rules that limit admission to training programs on the basis of sex. An extension of this attitude has been that if women want to make it in a man's field, they must act like men or adopt a tough exterior. This position places all of the responsibility for change on the student and is insensitive to the fact that a student embarking on a non-traditional career is constantly combatting stereotypes and criticism. The institution's role, if meaningful change is to occur, must be more active in recognizing the barriers and more affirmative in working to overcome them. Neither the laws which protect against sex discrimination nor the good intentions of vocational education administrators will significantly change the number of people who apply for admission to non-traditional areas of study unless both internalized and institutional barriers are understood and confronted.

C. TREATMENT OF NON-TRADITIONAL STUDENTS

Breaking down the barriers that keep women from enrolling in non-traditional programs is only part of the battle. The treatment of students, once enrolled, is an equally important factor to promoting equal opportunity. Those women who gain admission to non-traditional vocational education courses and programs often report that they are treated differently from their male counterparts. This can frequently lead to female students withdrawing from courses or performing poorly.

A 1978 study of California vocational education programs demonstrates this problem. The study revealed that on the community college level, of seventeen women enrolled in plumbing and pipefitting in 1976-77, only three completed the course. During the same period, 99.2% of the 1,662 males enrolled completed the course. See Chart B for other enrollment and completion figures in community college courses non-traditional for women.

CHART B [1]

EXAMPLES OF ENROLLMENT AND COMPLETION IN NON-TRADITIONAL COURSES

Program	1976 wage	# women enrolled	% women enrolled	# women completed	% women completed
Masonry	$10.00/hr.	18	3.2	1	0.5
Tool and Die Making	7.21/hr.	1	0.8	0	0
Industrial Electrician	10.50/hr.	25	3.8	1	1.1
Nuclear Technician	6.55/hr.	22	44.0	2	28.6
Metallurgical Technician	$9,300/year	17	3.8	0	0

The exact reasons for the low completion rates by female students are not known. It can safely be assumed, however, that it is not entirely due to lack of motivation. It is probable that the following factors contribute to the low completion rate of female students in non-traditional courses.

1. Female students may not have the same background and familiarity with the language, tools and concepts involved in a particular trade area as their male counterparts. Even if their background is comparable, many instructors will assume that it is deficient. As obvious a situation as this may appear to be, few schools provide programs that address it. All too often teachers contribute to this problem either through patronizing the female student or taking a "sink or swim" attitude.

2. Where a student is the only female, or one of the very few, in a class, she is bound to be subjected to increased pressure. Tokenism also increases the likelihood that she will be treated differently from her fellow students. Few schools, however, are making special efforts in the areas of recruiting and scheduling to assure that there will be enough female students within a program for natural support groups to emerge.

3. Female students in predominantly male settings are bound to be subjected to a certain amount of sexism from faculty and/or male peers. Because sexism is often indirect and subtle, the female student will be placed in the position of feeling

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[1] These figures were taken from *Moving Toward Sex Equity in Vocational Education, Part C: A Report on Sex Balance in Vocational Education Programs*, Cal. Occupational Info. Coordinating Committee (1979)

the effects without understanding what is actually happening or why it is being directed at her. She will probably not find a great deal of support for her feelings within the educational setting. Most likely her feelings will be dismissed unless she can articulate specific things that are being done to her.

4. Most girls will have had less exposure to workplaces where a particular type of skill is utilized and will not have been encouraged to view an auto body shop or construction site as an appropriate place for a woman to work. Unfortunately, few schools provide female students with activities such as speakers, field trips, and films which depict these enviornments and show women functioning competently within them.

5. Once enrolled in a non-traditional vocational course or program, the female student will quickly observe that all the "experts" are male. This message will be conveyed through the fact that all or most of the faculty and administration are male and probably most work experience placements are with men. Schools could be doing much more in the way of recruiting women faculty and seeking work experience placements with women workers than is currently being done.

D. CONCLUSION

There is an emerging commitment and effort being directed toward providing vocational education training in well-paying, non-traditional areas. The achievement of sex equity in vocational education will require a comprehensive effort that takes into account the factors that have traditionally operated to discourage women from seeking and completing such training. Community groups should expect to encounter the following general problems in vocational programs:

1. Inadequate recruitment programs - programs designed to reach women who could benefit from training in non-traditional work areas.

2. Insufficient pre-enrollment education directed at informing students about the realities of women's participation in the workforce and the economic experience of women workers.

3. Inadequate responsiveness to changing the structure of vocational education training so that it can meet the needs of female students and special groups of women.

4. Insufficient training, monitoring and enforcement of ongoing programs in order to eliminate situations of sex bias, discrimination and harassment.

The task of dealing with these issues seems monumental. Even highly committed vocational educators cannot solve the problem alone. Members of the community and community organizations can do a great deal to assist those educators who want to see meaningful change occur and encourage those who have not yet done so to make the ending of sex bias a priority within their own programs.

CHAPTER V

THE TASK OF COMMUNITY GROUPS AND CONCERNED CITIZENS

A. INTRODUCTION

The first four chapters of this Handbook have provided information on the importance and nature of sex bias problems in vocational education, how vocational education is structured in California, the laws concerning sex bias and the barriers that inhibit the full participation of girls and women in vocational education opportunities. The logical next step is to explore what individual citizens and community groups can do to promote sex equity in vocational education. It is the purpose of this chapter to assist such people in developing a plan that can positively impact the vocational opportunities available to female students through local education programs.

B. INITIAL PLANNING STAGE

Before embarking on specific activities, it is crucial to get organized, decide on a purpose, gather information and establish a focus. The following are suggested guidelines for the initial planning stage where a group, rather than an individual, will be working together.

1. *Gather together a group of people* — individuals who are committed to expending some energy within the local community on the issue of promoting training opportunities for girls and women in non-traditional occupations.

2. *Come to some agreement on the purpose of the group* — the problem the group is seeking to confront. For the purposes of this Handbook, the problem has been generally defined as:

> Without an opportunity for training equal to that received by males, women will continue to suffer the economic and personal hardship that accompanies low-paying, traditionally "female" work. Those opportunities are not currently available to girls and women. Unless efforts are directed at encouraging girls and women to consider non-traditional options and removing those barriers that have previously operated to discourage participation, equality for girls and women in vocational education will never become a reality.

A community group will probably want to define their goals with more specificity. The importance of this step is to make sure there is basic agreement among group members on the concerns to be addressed.

3. *Gather information on the county or school district in which you live.* In order to understand what your district/county and community college are doing to deal with sex bias within vocational education and to decide what activities your group should undertake, it is important to have some basic information about people,

activities and programs. Appendix C is a model questionnaire for gathering this type of information and keeping some records. In all probability a number of people will have to be contacted before all this information can be compiled. This process will assist you in getting some sense of the personalities involved, who has the decision-making power, and who you will be able to work with.

4. *Decide on a focus.* Once information has been gathered, a number of areas that need attention will probably emerge. It is important to be selective about what the group chooses to do so that the activities of the group will be manageable. It is far better to have one success from which you can build than fifteen projects that never get off the ground. Appendix D is a checklist that may be of assistance in defining a focus.

5. *Develop a plan and specific tasks that are consistent with your focus.* Creating change is hard work and will require developing working relationships with educators, administrators and others within the community. In some situations, you will be providing welcome assistance to committed but otherwise overworked educators. In other situations you will be monitoring and pressuring educators or administrators because they do not consider sex bias in vocational education to be a priority problem. Your plan should take into account these differences.

C. SUGGESTED ACTIVITIES

Depending on the focus defined by the group and the school situation with which you are dealing, you may find in the following list a number of activities your group might choose to undertake.

1. *Educational Activities.* Providing programs, speakers and films for community or parent groups can be one way of beginning to change attitudes and discovering other support.

2. *Student Programs.* Sponsoring a job fair or school program for students is one way to assist in exposing female students to women doing non-traditional jobs and what those jobs entail. Putting together a booklet that can be distributed in the schools, on different types of jobs, what they entail, what kind of training is required and what the employment and pay opportunities are might provide tangible information for students or potential students that they would not otherwise get.

3. *Advisory Councils.* Getting representatives on advisory councils that will work hard to make sure the schools in your area are meeting the needs of female students can be an important move. You may also consider forming a citizens' pressure group to negotiate with the school and get publicity on the lack of consideration for women's needs.

4. *Compile Resources.* One very important function community representatives can fulfill is compiling a list of women working in non-traditional areas within the local community. This list can then be used for speakers, part-time instructors, field trips and work-experience placements. If there are not many women available in this category, a list of men who are receptive to working with women students and who who would be supportive could also be valuable.

In addition to individuals, films and other educational materials could be gathered and pressure could be put on the school to utilize those resources.

5. *Teacher Training.* Most schools have in-service training programs for teachers and staff. Putting together a presentation for such in-service training is a step toward sensitizing faculty, administration and guidance counselors to the needs of women students.

6. *Guidance counselors.* In many schools guidance counselors play an important role in career choices and course selection. Working with guidance counselors, especially those at the junior high school level, to develop meaningful and creative ways to work with female students can be an extremely valuable function.

7. *Developing Support Programs.* It is rare that a school will identify and attempt to respond to the special needs of female students involved in non-traditional work. This is a task that a community group, with the assistance of the school, could perform. It could include working on child-care, developing a big sister - little sister program and periodically bringing together female students involved in non-traditional study to talk about their experiences.

8. *School Publications.* Materials used to recruit new students or assist students in course selection will often represent traditional notions of sex-appropriate work through pictures, examples given, or course descriptions. These publications should be reviewed. Specific suggestions can then be provided on how the school should change these publications.

9. *Developing Placement Contacts.* Good skill training will not be of much use to female students unless they can get a job. Encouraging the support and commitment of apprenticeship programs, unions and employers is crucial to the long-term goals of providing opportunities for women to participate in the workforce and improve their economic potential. There is often a gap between schools and the employment market that community groups might begin to bridge. This will increase the placement opportunities for women who have completed their training.

10. *Special Needs.* Often a community will have special interest groups that will be exerting pressure on behalf of prisoners, disabled people, racial and ethnic minorities or families. Seldom, however, are there groups that focus on the unique

concerns and needs of women within these categories who have experienced multiple barriers to their educational and employment opportunities. It is crucial that community representatives begin to educate themselves and develop plans for dealing with these needs. Community groups should consider planning their activities with a focus on the barriers experienced by minority women, non-English-speaking women, displaced homemakers, disabled women and previously incarcerated women.

D. CONCLUSION

The potential effectiveness of community groups and individual citizens in facilitating change within vocational education programs is enormous. The eventual benefits of your efforts will be experienced not only by individual women, but also by our society.

A short resource list is provided in Appendix E. It is the purpose of that list to help community groups get started once their focus has been established. Appendix D provides some guidelines for developing a focus for the group's activities.

APPENDIX A
CHECKLIST ON MEETING THE REQUIREMENTS OF TITLE IX

I. GENERAL PROVISIONS

A. Has the school system done a self-evaluation and taken steps to change discriminatory policies?

B. Is there a Title IX Co-ordinator and who is it?

C. Have Grievance Procedures for students and employees been adopted and distributed?

D. Is there a written notice of non-discrimination on the basis of sex on all materials used to recruit students and employees?

E. Are all publications free of language and pictures that would suggest students and/or employees are treated differently on the basis of sex?

II. ADMISSIONS AND RECRUITMENT

A. Are any vocational education programs or schools restricted to students of one sex?

B. Are there any numerical limitations or quotas on the number of male or female students admitted?

C. Are applicants ranked separately on the basis of sex?

D. Are there any tests or criteria used for admission that would tend to give a preference to one sex over the other?

E. Does the school inquire as to whether or not students are married and/or have children? If so, is this information used in the same way for both male and female students?

F. Are all conditions having to do with pregnancy treated just like the school treats other conditions that can give rise to temporary disability?

G. Is preference for admission given to people who have attended another program that only (or mostly) admits students of one sex?

H. If there is a recruitment program, is it geared toward both male and female students?

I. Is recruitment limited to places where it would tend to reach only members of one sex?

III. TREATMENT OF STUDENTS

A. Are classes or extra-curricular programs segregated on the basis of sex?

B. Are services and financial aid equally available to male and female students?

C. Are rules and disciplinary actions applied equally?

D. Does the school co-operate with any other organization or program that discriminates on the basis of sex?

E. Wherever the school co-operates with another organization in providing work experience programs or career education activities, does the other organization also abide by Title IX regulations requiring non-discrimination on the basis of sex?

F. Does the school either require students of one sex to take a course or refuse participation in any course on the basis of sex?

G. Are students counseled or encouraged to take courses on the basis of their sex? Are guidance tests used that have different results for boys and girls? Are discriminatory guidance materials used?

H. If participation in vocational education classes is predominantly male or female, has the school made sure that this is not the result of any tests or advice given by counselors?

I. If a school assists employers in recruiting student workers, has there been assurance given by those employers that they will not discriminate on the basis of sex?

J. Are pregnant students treated differently from other students because of their pregnancy? If so, does the different treatment limit their educational opportunities?

☆ The purpose of this checklist is to alert you to the kinds of things that are covered by the Title IX Regulation. If the answers to any of these questions indicate discrimination on the basis of sex, the school is probably in violation of federal law. If you believe there is a legal violation and the school is unwilling to remedy the situation, you can file a complaint with HEW (See Appendix E).

APPENDIX B
CHECKLIST ON TITLE II AND THE CALIFORNIA FIVE YEAR PLAN

I. ADMINISTRATION

A. Is there a person designated, in the school district or county office, to deal with sex equity in vocational education?

B. Are administrators familiar with Title II and the California Five Year Plan?

C. Is there a copy of the Five Year Plan on file in the district or county office?

D. Has there been a self-evaluation of the vocational education program? Were there areas identified as needing attention? If so, have efforts been made in those areas?

II. PROGRAM

A. Has the county or district received Title II monies from the state?

B. Are any of these monies being used specifically on projects to achieve sex equity in vocational education?

C. Have other projects been funded? Do they address the needs of women?

D. Has the district or county participated in staff in-service training programs on sex equity in vocational education?

III. USE OF RESOURCES

A. Are local administrators aware of the fact that a person has been designated at the state level to help provide technical assistance to schools on problems of sex bias in vocational education?

B. Are local administrators aware that the state has funded projects to overcome sex bias in vocational education and of what they are?

C. Have local administrators utilized resources available through the state and those projects that have been funded by the state?

D. Has the school district or county office attempted to identify resources available in its geographic area?

E. Are these resources being utilized?

F. What specific attempts are being made to end sex bias in local vocational education programs?

G. What specific attempts are being made to encourage students to consider non-traditional occupations and training programs?

IV. LOCAL ADVISORY COUNCILS

A. Does the local advisory council include female representation?

B. Does the local advisory council include women of the racial ethnic/minority communities of the geographical area?

C. Do these advisory councils address questions of sex bias in vocational programs?

APPENDIX C
QUESTIONNAIRE FOR GATHERING INFORMATION ON LOCAL SCHOOLS AND SCHOOL DISTRICTS

I. LIST OF CONTACT PEOPLE (List of Directors of Vocational Education, Title IX Co-ordinators, and other important contact people)

A. Name:

Title:

Address:

Phone:

Responsibilities:

Information Available Through This Person:

Who In Your Group Made Contact:

II. GENERAL INFORMATION

A. How is your district or county organized? What geographic area is covered?

B. How many schools at each level are there within your district or county? How many community colleges?

C. In what schools are vocational training and programs provided?

D. What vocational programs are offered at each school?

E. How many males and females are enrolled in each program?

F. Who are the people responsible for coordinating vocational education and what is the chain of responsibility?

G. What were the results of each school's self-evaluation?

III. RECRUITMENT AND ADMISSIONS

A. How are students recruited for vocational education programs within the secondary schools? The community colleges?

B. What materials or publications are used in recruitment?

C. Are students recruited from other institutions that are predominantly of one sex? If so, are efforts made to recruit from other institutions that are predominantly of the other sex?

D. What are the criteria for admission?

E. Are any tests used for admission? If so, what is the average score for males and females who take that test?

F. Are the tests used really related to success in the educational program or job area?

G. How many males and females were admitted to each vocational program during the current academic year?

H. What efforts have been made to recruit and admit students to courses non-traditional for their sex?

IV. TREATMENT OF STUDENTS

A. How many women faculty teach courses that are non-traditional for women?

B. In how many courses are there less than three women enrolled?

C. What is the percentage of women completing courses non-traditional for their sex? How does this compare with the number of men completing those same courses?

D. If there is a significant difference in completion rates, has there been any attempt to identify the reasons? If so, what are they?

E. Is child care available?

F. Are vocational courses in areas non-traditional for women held in a facility or area that has previously been considered a male domain? (For example, some schools have had all the "women's" courses in one building or wing and all the "men's" courses in another.)

G. Is information on the realities of women workers presented to students in courses or assembly programs?

H. Are women working in non-traditional areas used as guest speakers?

I. Do students go on field trips to observe work areas for which they are preparing? If so, is consideration given to providing exposure to workers doing non-traditional work?

J. Are there prerequisites for courses that female students might not have because of limited access to courses in the past? If so, are these pre-requisites really necessary and have efforts been made to provide female students with the skills provided through pre-requisites?

K. What specific programs or efforts have been implemented to overcome the effects of sex bias in vocational education? Who is in charge of each program?

L. Is sex bias in vocational education a topic covered during staff in-service training?

M. What grievances have been received from students in vocational education courses?

V. WORK EXPERIENCE AND PLACEMENT

A. Is there a program through which students receive credit for part-time work?

B. In what programs is work-experience available? What type of work do the students do?

C. What are the criteria for selecting employers? What type of work do the students do?

E. Are special efforts made to place students with people doing work that is non-traditional for their sex?

F. Does the school have a placement service for part-time or permanent jobs?

G. If so, how are these potential employers screened? Are they screened for sex bias in either hiring, assignments or pay?

H. Has the school placed students in jobs non-traditional for their sex? If so, how many and with what employers?

VI. COUNSELING

A. How many guidance counselors are there in each school? How many men and how many women?

B. What are their duties?

C. How are students assigned to a guidance counselor?

D. Are aptitude tests or job preference tests administered to students?

E. For each test used, is there a separate scoring system for males and females? If so, why?

F. How are these tests used in counseling students?

G. Are attempts made to overcome sex biases that might be inherent in these tests?

H. Do guidance counselors receive training in overcoming sex bias?

I. Are students informed of opportunities in non-traditional job areas, what the work entails, and what the pay is during counseling sessions?

J. What efforts are guidance counselors making to overcome the effects of past sex bias in vocational training?

APPENDIX D
CHECKLIST FOR DEVELOPING A FOCUS

I. PROBLEMS IDENTIFIED? (Rank order each problem identified in the following categories.)

A. Recruitment

1. _____

2. _____

B. Admissions

1. _____

2. _____

C. Treatment and Retention of Enrolled Students

1. _____

2. _____

D. Support Services

1. _____

2. _____

E. Guidance and Counseling

1. _____

2. _____

F. Work Experience

1. _____

2. _____

G. Placement

1. _____

2. _____

H. Other

1. _____

2. _____

II. IDENTIFY A GROUP (Decide whether you are interested in working on the needs of a specific group of female students)

A. Previously Incarcerated Women

B. Minority Women

C. Non-English-Speaking Women

D. Displaced Homemakers

E. Women with Children

F. Disabled Women

G. Regularly Enrolled Women

H. Other

III. IDENTIFY A LEVEL FOR FOCUS (Decide whether you want to limit your efforts to a specific educational level)

A. Junior High School

B. High School

C. Regional Occupation Center

D. Community College

IV. IDENTIFY THE PROBLEM FOCUS (Given the problem areas, groups and level you have identified, prioritize the problem focus on which you or your group is most interested in working)

A. Recruitment

B. Admissions

C. Educational Programs for Parents

D. Support Services for Students

E. Attitude change among faculty and staff

F. Developing community resources

G. Developing job opportunities for non-traditional students

H. Other

V. GUIDELINES TO DEVELOP A PLAN

A. State your goal and the time you expect to spend.

B. Identify the people who need to be involved.

C. List what resistance you expect to encounter and ways you might overcome such resistance.

D. List what support you expect to encounter.

E. Identify what tasks should be performed and in what order.

F. Assign people to each task.

G. Have a system for keeping records of work done and keeping lines of communication open between group members through meetings.

APPENDIX E
RESOURCE LIST

I. ORGANIZATIONAL CONTACTS

A. Sex Equity Coordinator
Vocational Education Unit
State Department of Education
721 Capitol Mall
Sacramento 95814
(916) 445-6726
[Information on sex equity in vocational education in the secondary schools. The contact for getting on State's mailing list and securing information on funding for community groups and from Subpart 3 monies.]

B. Sex Equity Coordinator
California Community Colleges
1238 S Street
Sacramento 95814
(916) 445-8283
[Information on sex equity in occupational education on the community college level.]

C. Women's Educational Equity Communications Network
Far West Laboratory
1855 Folsom Street
San Francisco 94103
(415) 565-3032
[Provides materials and bibliographies on sex equity in vocational education.]

II. RESOURCE DIRECTORIES AND BIBLIOGRAPHIES

A. *Resource Bank for Overcoming Sex Bias and Stereotyping in Vocational Education, Minority Affairs Institute*
21450-A Golden Springs Drive
Walnut, CA 91789 (1979)

B. *Women in California: A Guide to Organizations and Resources*
Center for California Public Affairs
P. O. Box 30
Claremont, CA 91711 (1977)

C. *Strategies, Techniques, and Effective Resources for Equalizing Opportunities*
Division of Vocational Education
Arizona Department of Education
1535 West Jefferson
Phoenix, Arizona 85007 (1978)

D. *Resources on Eliminating Sex Role Stereotyping in Vocational Education*
National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210 (1977)

E. *Women in Nontraditional Employment Resource List*
Women's Bureau
Office of the Secretary
U. S. Department of Labor
Washington, D.C. 20210 (1978)

III. GUIDES FOR COMMUNITY GROUPS

A. *Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools*
NOW Legal Defense and Education Fund
1029 Vermont Avenue, N.W.
Suite 800
Washington, D.C. 20005 (1977)

B. *How to Erase Sex Discrimination in Vocational Education*
Women's Rights Project
A.C.L.U. Foundation
22 East 40 Street
New York, New York 10016 (1978)